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ABSTRACT

This report traces the development of an in-house library program for preschoolers and out-reach media mobile program for culturally disadvantaged preschoolers. Activities philosophy, problems, and success in planning library story hours, media collection development, and out-reach program development--converting a bus into a media mobile-- are discussed. Four objectives are specified to attain the goal of encouraging and exposing preschoolers of all races to free educational opportunities at the library. Success in meeting these objectives is evaluated, using circulation and attendance statistics and observations. A survey of the day care center, church school, and parents shows that 100 percent of the participating adults wish the program to continue. The program has met with success in reaching out to preschoolers via the media mobile, in giving parents of different social, economic, educational, and religious backgrounds opportunity to better understand the library's value to parent and child, and in developing a basic preschool collection with media and equipment. The questionnaire and a selected bibliography are appended. (KP)

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PRESCHOOL PROGRAMMING IN THE GRAND PRAIRIE MEMORIAL LIBRARY GRAND PRAIRIE, TEXAS

A PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF LIBRARY SCIENCE

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SCHOOL OF

LIBRARY SCIENCE

BY

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DENTON, TEXAS

AUGUST, 1976

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CHAPTER I

INTRODUCTION

> Train up a child in the way he should go:
> and when he is old, he will not depart
> from it.
>
> Proverbs 22:6

The first five years of a child's life are filled with more physical growth and intellectual development than during any other five-year period of his life. "Deepening insights into early childhood, resulting from research in human development, cognitive theory, and psychology, have revealed that learning begins at birth and that the learning patterns of children are established long before formal education begins."[1]

Libraries today are beginning to realize that the preschooler is a valuable target group that has been overlooked because "preschoolers are not ready to read, cannot check out books, do not know how to handle books--simply are not 'ready.'"[2] The budget of a medium-sized library

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[1]Ethel Heins, "Start Early for an Early Start," Top of the News (November 1974): 39-40.

[2]Lea-Ruth C. Wilkins, "Kindergarten Children in the Library--It's Theirs, Too!" School Library Journal 21 (April 1975): 28.

usually is not large enough to justify a large expenditure for a discrete segment of the community. The books, media and toys for this age group are fairly expensive and their use is limited by interest level. Also it takes a wide variety in each area to keep an on-going program different and varied. Within most medium-sized libraries there is a scarcity of personnel to work with children and when the preschool programs take so much preparation this often means that the older children's programs suffer.

The Grand Prairie Memorial Library, Grand Prairie, Texas, has offered service to the preschooler for several years. Day care centers and children whose parents can bring them to the library have long participated in story hours and programs designed especially for them. Children with the greatest need for the educational opportunities afforded by the library have been overlooked. They are the ones whose parents are either unaware of the services, lack motivation to take advantage of the services, or are unable to visit the library because of lack of transportation or a physical disability.

The Library Services and Construction Act grant is providing the funds to purchase books, audio-cassettes, filmstrips, records, films and toys for the preschool age child. It is also enabling the library to initiate mobile

service. The grant affords the means for the library to purchase a used school bus and convert it into a functional bookmobile equipped with multimedia capabilities, and to engage the services of a professional librarian and clerical assistants, to serve the areas of the community that are too far away for the children to be able to participate in the in-house library activities.

All materials purchased by the library are made available to public and private schools, Headstart, and the city's Parks Department so that even the children that possibly are missed by the library will still have the benefit of the materials and the values to be gained through their presentation. There is also cooperation with the Parks Department in the use of the bus and in sharing programs.

This program also makes it possible for the library to build up a collection of materials for the parents of preschoolers to help them understand the phases their child will be going through, the importance of the family and how to cope with problem children or handicapped children. Many times the parents think they are the only ones that have problems with preschoolers, and these books help to guide the parent in coping with the development of children. In the future there are plans to have seminars for

the parents on various problems with preschoolers and what should be expected of children at certain stages.

This paper shows the development of both in-house programs for preschoolers and also an outreach program for preschoolers using the bookmobile which is called "Little Bitty Library." An evaluation of the number of children reached and the circulation records are all that can be used now to show success or failure, but the effectiveness of library service will be measured in the long run by the lifelong interest and support gained from the children who are welcomed at an early age and introduced to the wonders of books.

CHAPTER II

BACKGROUND FOR GRANT

The development of an outreach program of early childhood enrichment for the culturally disadvantaged children of Grand Prairie is the result of an application for a Library Services and Construction Act Grant, Title I, Project 9, Services to the Disadvantaged. A total expenditure of $42,296.00 has been approved by Texas State Library for the period between April 1, 1975 and August 31, 1976. An analysis of the community, used in preparing the grant proposal, has furnished valuable clues indicating present and future library needs.

Grand Prairie is a suburban community of 63,000, located in Dallas County and Tarrant County, west of the city of Dallas, Texas. The city has boundaries with the other suburban communities of Irving, Arlington and Cedar Hill. There is a multitude of commercial activities; a large industrial area, an aircraft plant and a Naval Air station are located adjacent the city limits. The proximity of the new Dallas-Fort Worth Airport is expected to increase the growth potential of business, industry and population.

According to 1970 census data, the total number of children under five years old in the city has been recorded as 5,926. Projected population for this age group in 1975 is 8,636. This represents 11.65 percent of the total population. Analysis of the demographic changes in the city between the 1960 and 1970 census indicates two important factors related to the programming of library services:

(1) Seven out of every ten people are new residents of Grand Prairie.
(2) The population under five years of age in 1970 will continue to increase to 1990, but unlike the national trends, this group is expected to increase parallel to the overall population growth rate. It should be added that between 1960 and 1970, Grand Prairie's population under five was the fastest growing group in the whole population structure.[1]

The project will attempt to reach 35 percent of the estimated preschool population, or approximately 3,000 children. The target population will be located throughout the city. Emphasis will be put in the black neighborhood of Grand Prairie, which is approximately three miles from the library, because few children have the opportunity to attend the story hours and programs in the library. The Mexican-American children of the community have this

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[1] Community Housing Study of Grand Prairie, Texas, December, 1972, pp. 116-118.

problem and must additionally cope with the language barrier found in many of their homes.

Many young children in Grand Prairie are enrolled in day care centers at a very early age, and spend most of their waking hours there. Both parents work, and the children do not experience a normal family environment, with freedom of activity, independent play and spontaneous attention. The day care centers do not have the facilities and resources for extensive educational programs, and their average employee is not trained in teaching methods. Yet the administrators of these establishments realize the need for preparing the very young child for kindergarten and public school experiences.

The day care centers in Grand Prairie rely on the Memorial Library to supplement their resources for teaching and recreation. Field trips to the library are very exciting experiences for preschool children. They discover that the library is a friendly place where they are introduced to the best in children's picture books, folk stories, art and music.

The elementary schools in Grand Prairie do not have libraries within the school, and there is no media center in the system. However, each teacher may have a room collection. Therefore, the Memorial Library is the

only other source for materials to supplement the curriculum. The kindergarten and primary grade teachers use the new materials as fast as they are cataloged to widen the child's exposure to different media and to aid in the development of perceptual skills.

CHAPTER III

DEVELOPMENT OF IN-HOUSE PROGRAMS

A preschool story hour must be different from any other type of program for older children. The needs of the preschooler are the distinguishing factors. By listening to story hours children can assimilate not only a fine listening vocabulary, but also develop the ability to interpret and comprehend vocabulary without aid of visual representation.[1] By handling picture books of all shapes and sizes the child develops motor skills. As soon as children open books on their own initiative and their fingers travel across the words and pictures, they have taken their first step toward developing an interest in reading. They should have time to browse, to share their new discoveries with each other, or simply to seclude themselves in a quiet corner with their books. Another area where picture books play an important role is in demonstrations of the sensory qualities of texture through such varied techniques as woodcuts, linoleum blocks,

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[1] Wilkins, "Kindergarten Children in the Library--It's Theirs, Too!" p. 30.

collage, crayon, watercolor, pen-and-ink, and photography.[1]

"Play is the chief learning activity of preschool children; toys and games are the first reading tools."[2] Libraries are now accepting toys, games and puzzles, along with books and other media, as being necessary to a collection for preschoolers. For the economically disadvantaged child this exposure to toys in the library may be the only time he has to enjoy a new toy or game. "Toys and play are far more than childish pastimes to be replaced as soon as possible by serious work and lessons; on the contrary, they have positive and intrinsic values, since they furnish the materials by which a child experiments and learns much about the fundamental nature of the world in which he finds himself."[3]

Story hours are scheduled for nine day care centers, who bring preschool children to the library each week. In addition one story hour is announced for public attendance. The meeting room of the library contains a

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[1]Ibid., p. 29.

[2]Edythe O. Cawthorne, "Toys and Games--'The First Reading Tool,'" School Library Journal 21 (April 1975): 24.

[3]Ibid., p. 26.

puppet theater, a piano for sing-alongs, and a projection screen for a variety of entertainment.

The day care centers prefer to come into the library for their story hours because this enables the preschool child to become familiar with the library building, and also the idea of a field trip thrills the children. Nearly all of the day care centers of Grand Prairie have vans or buses for transportation. There is one day care center that has no transportation, and the Children's Librarian carries a program out to them once a week. The Children's Librarian also goes to the Head-start class each week with a preschool program. But by being able to bring the children to the library a wider variety of materials and equipment can be used and there are usually two day care centers in attendance at one time which enables the library to reach more children.

Each story hour is really a thirty minute session which consists of two stories, one sound filmstrip or animated movie, a puppet show (with puppets made in the library and stories prepared by the librarians) with fingerplays and action songs in between each activity to hold the attention of the children. This schedule seems to be the most satisfactory and it gives the children

exposure to a variety of media and new experiences that would probably not be encountered otherwise.

The Children's Librarian decides on a theme for the week, and all the stories, puppet shows and films or sound filmstrips relate to the overall purpose. The same program is used all week since the audience is always different, and by having to plan only one story hour more thought and preparation can go into it and have better results. This also gives the opportunity to watch the reaction of different groups to the same programs. It is amazing how different the same age group of children will react to the same program. Planning programs for the preschoolers is both the hardest and the easiest to execute. It is the hardest because it requires more careful planning and more understanding on the part of the librarian than any other type. It is the easiest because the preschoolers nearly always make an enthusiastic audience and are usually available in large numbers.[1]

In planning story hours for the Grand Prairie Memorial Library the Children's Librarians have taken into consideration the seven basic needs of children:

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[1]Dorothy M. Broderick, An Introduction to Children's Work in Public Libraries (New York: H. W. Wilson Co., 1965), pp. 71-72.

(1) Need for security
(2) Need for belonging
(3) Need for self-realization
(4) Need for feeling adequate
(5) Need for recognition
(6) Need for play
(7) Need for inner resources[1]

They attempt to include some of the needs in each story hour. It is impossible to have all these factors in each story hour, but since the children in the day care centers come on a regular weekly basis, if a few needs are included each time then eventually each child's needs may be met.

The Children's Librarians also keep a log of stories, sound filmstrips, puppet shows and films used each week and also note which are best liked by the children. This way they can rotate the materials so that the same thing is not seen more than once during a six month period. If certain stories are especially well received then they may be used again sooner if put with another group of new materials. Also if a story is not well received at all then the story can be dropped or used for an older age group of children.

Holidays seem to be the favorite time for the children because of the variety of activities that are planned by the Children's Librarians. When possible the

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[1]Vardine Moore, Pre-School Story Hour, 2nd ed. (Metuchen, New Jersey: The Scarecrow Press, 1972).

librarian dresses for the holiday; for example, wearing black and orange for Halloween and a lot of red and green around Christmas. Also the song "Ten Little Indians" can be easily adapted for the seasons by changing the word Indian to bunnies, goblins, hearts or reindeer. The children enjoy using a tune they know and changing the words. This age group gets especially excited about holidays anyway, and the activities at the library make them even more exciting.

CHAPTER IV

DEVELOPMENT OF A MEDIA COLLECTION

Developing a multimedia library does not seem hard to do, but when the content, usage and audience have to be considered before selection, it does make the job more difficult. There is so much good material available that it is time-consuming to weed out what might do but is not as good as other titles available. The Children's Librarian selects filmstrips, films and audio-cassettes that seem to meet the needs of the preschooler and asks for them on a preview basis. This is necessary because there are few good reviews available on media now on the market. When the materials arrive the Children's Librarian is able to preview the materials with a team of five kindergarten teachers to evaluate the usefulness of the media. The materials that receive the best rating by the teachers and the librarian are purchased for the collection.

The funds requested for this segment of the project are as follows:

$5,000.00	Books
100.00	Educational toys
1,800.00	Films
750.00	Filmstrips
800.00	Audio-cassettes
350.00	Phonorecords
100.00	Posters
$8,900.00	

This enables the library to purchase 630 books, 4 16mm films, 40 8mm films, 83 phonorecords, 106 filmstrips, and 30 audio-cassettes. The library will also be able to purchase new equipment to broaden the scope of activities as follows: laminating machine, audio-cassette duplicator, overhead projector, 16mm projector, super 8mm projector, a record player, and a piano. Selecting equipment best suited for all-purpose use is time-consuming and takes much study to determine the advantages and disadvantages of each manufacturer's products. Most of the new equipment has to be lightweight enough to be used for outreach programs and transported to and from the bus. In order for bids to be sent out, specifications have to be written for each item of equipment to be purchased.

In addition to the above equipment the library is fortunate in renting a Color Xerox 6500 which has the capability of making color transparencies from a book. This gives a whole new dimension to the story hours because for the first time all the children in the room can see the

pictures equally well and stories from books in small format may be used. Books in small format have not been used because the children on the front row cannot see the pictures, much less the whole room, but now the transparencies are being very well received. The overhead projector can also be used for drawing a story as it is being told, which keeps the children's attention focused on the story.

The addition of the 8mm films gives the story hours a big boost also because of the variety of cartoons available from Disney in that format. The library purchased the Kodak Supermatic 70 8mm projector and camera which has the facilities to make sound or silent home movies. This will enable the library to make its own films of special programs or plays. There are numerous ways that the preschoolers can be used to make a movie and then see themselves on the screen. This is a real challenge to the older preschoolers and keeps their interest level high and helps develop a creative imagination. The film can be used with the younger preschoolers to help them identify themselves as individuals. Most three year olds do not recognize pictures of themselves but talk in terms of another person or

child. This tactic may help the child develop self-identification.

New media is especially welcomed by the teachers and administrators of the day care centers. In most cases the material has been requested before cataloging and processing have even begun. The cataloging of the media is tedious because in most cases card kits are not available and original cataloging has to be done. Even the processing procedure seems to take longer on the media because it has to be marked in so many places and then the information checked. The awkward size and shape of some of the material make it difficult to handle and shelve.

A bibliography of all media available from the public library for preschool children has been prepared by the Assistant Librarian. The bibliography groups types of media and indexes by titles as well. Information about each item includes the running time and a brief description of content for use by teachers. This bibliography is available to teachers and other persons in the community that work with preschoolers so that the media will get better usage and more exposure.

Toys, games and realia are being considered the next logical step in the acquisition of "non-print"

materials.[1] "Recognizing that children learn and absorb information in a variety of ways, public librarians are adding toys, games and puzzles to their collections of resources for children. These materials add a new dimension to collections that have been selected to enable children to absorb information by listening, viewing, and reading."[2] As learning materials, toys, games and puzzles possess a number of unique attributes which materials for listening, viewing or reading do not have. They can develop a sense of spatial relations, increase manual dexterity, develop a sense of logic, develop sportsmanship and enable a child to learn and develop by role-playing. "Play is the chief learning activity of preschool children; toys and games are the first reading tools."[3]

With funds from the grant the Grand Prairie Memorial Library has purchased a variety of toys, stuffed animals and puzzles to be used with the preschool child. The stuffed animals consist of Winnie-the-Pooh, a fourteen inch stuffed bear, and Igor, a sixteen inch rocking toy,

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[1] Cawthorne, "Toys and Games--'The First Reading Tool,'" p. 24.

[2] Joy K. Moll and Patricia Hermann, "Evaluation and Selection of Toys, Games, and Puzzles," Top of the News 31 (November 1974): 86.

[3] Cawthorne, "Toys and Games--'The First Reading Tool,'" p. 24.

both of which the children identify with and love. Two dolls, Dressy Bessy and Dapper Dan, have clothes which button, snap, zip, tie, etc., for the children to learn to do the same things in dressing themselves. Ten wooden puzzles with varying number of pieces have been purchased along with a Playskool Post Office and a Playskool Clock, a set of jumbo blocks and a rhythm band set to be used in the story hours. At present all the toys are being used in house but after the bus is operating the toys will be rotated between the library and the bus.

CHAPTER V

DEVELOPMENT OF AN OUTREACH PROGRAM

The only part of the program which is lagging is the conversion of the school bus into a media mobile which is to be used in remote neighborhoods of the city to provide a gathering place for preschool children and their parents. When it is completed story hours using all types of media including puppet shows will be presented. There will also be a browsing collection of phonorecords, picture books and books for the parents on the care of children and how to cope with and understand preschoolers.

The City has purchased a sixty-six passenger Carpenter bus, with a 1969 Chevrolet chassis, and at present the City Parks Department is doing the conversion according to specifications which were drawn up by the Librarian. Completing the specifications has been a major drawback in the progress because the Librarian had to become familiar with all aspects of the bus to write the customized specifications. Another handicap has been lack of interest on the part of vendors. One firm in Tennessee bid $20,000.00 which was too expensive. The grant allows

$12,500.00 for purchase and conversion of the bus, and at this time there is only $8,000.00 available for the conversion.

The "Little Bitty Library," which is privately called "Doomed Buggy" because of the many obstacles which have had to be overcome, is now scheduled to begin operation on June 21, 1976.

Hindsight is always better than foresight, but there are many difficulties encountered in converting a bus that could have been avoided by starting out with a regular bookmobile and making a few changes to suit the purposes of the preschoolers. The original idea for using a school bus instead of a bookmobile was because most of the children in the area where the bus will stop watch their older brothers and sisters ride to school on a bus every morning, so it was thought that the children would respond more readily to a school bus with perhaps Disney characters or fairy tale characters painted on the outside.

The interior of the bus will be stripped and refitted with carpeting, lighting, electric floor level heating, and roof mounted air-conditioning. Low sloping shelves will provide space for 300 to 500 books and 50 phonograph records. No conventional seating will be used, as a casual, informal, carefree, hospitable atmosphere

will prevail. A roll-down screen located on the rear door will be utilized for movies and slide programs inside the bus, where the audience can sit on the cushioned floor. A desk and chair will be located behind the driver's seat to serve as circulation desk and movie projector table.

The Parks Department and the Library Department cooperate on many projects. The Parks Department is interested in having a joint program at designated parks and they will have electrical outlets installed to supply power for the bus. This will enable the Parks Department and the library to give service to two target groups. While the children are having a story hour on the bus the Parks Department can plan an activity for the parents. Then while the parents are having a program about preschoolers the parks personnel can entertain the children.

The bus schedule will be two stops a day, one in the morning and one in the afternoon, four days a week, leaving one day a week for maintenance on the bus and giving the librarian one day to restock and plan programs for the coming week. This schedule will allow for eight locations scattered throughout Grand Prairie to be visited on a weekly basis or sixteen locations if each is visited

once every two weeks. But at this time the plans are for eight stops until it is seen if that will be sufficient or if there is demand for more stops.

CHAPTER VI

OBJECTIVES

The goal for this project is to develop a dynamic library program for preschool children of all races which will encourage parents to expose their children at an early age to the free educational opportunities to be found at the Grand Prairie Memorial Library.

The specific objectives of the proposal are:

1. to motivate children to use the library as a joyous part of their lives
2. to encourage the formation of good reading habits
3. to give children an opportunity to express themselves creatively and artistically
4. to build a multi-media collection which will establish the Grand Prairie Memorial Library as a comprehensive resource center for children, parents and educators.

In January a questionnaire (see Appendix) was distributed among the day care centers, church schools and parents which attend preschool story times at the library or receive the programs at the schools. The questionnaire was designed to discover the priorities placed on library service by the staffs of the various centers and to help

determine the degree of success the library achieved in planning and presenting preschool programming. As a result of the questionnaire, the library learned that 100 percent of those taking part wished the service to continue and felt that the programming was suitable in length and content. Sixty-five percent, however, were not aware of the teachers' collection of materials made available by the library for outside use. Only 10 percent made use of the record and filmstrip collections and only 25 percent made use of the policy concerning teachers' collection of books for use in the schools. Eighty percent stated as their goal in utilizing library visits the wish to "expose children to books, and to the idea that books are interesting, fun and exciting." Ninety percent also chose to "improve listening skills, attention span, vocabulary and ability to participate in group activities." Many of the day care centers have a time to discuss the story hours and what the children liked best after they return to the center and some even let the children re-enact a favorite story.

The first objective to motivate children to use the library as a joyous part of their lives has been met with the day care center children because they do not fear the library. They have made friends of the librarians and

want to bring their parents in on weekends to meet the Library Lady and share personal experiences with her. Also the children know there is a special area of books for them which is colorful and has furniture just their size with books, toys, games and puzzles to entertain themselves. The children that are reached by the bus will need sometime during the initial program to have a field trip to the main library to become acquainted with the building and to become aware of the larger variety of materials available there.

Also by having tours of the library led by the Children's Librarian for kindergarten classes and primary grades in the Grand Prairie School System, these children are exposed to the library as being a fun place full of pretty books, colorful posters, toys, games and puzzles just waiting for them to come back and explore. When there is a tour the librarian tries to have a short film or cartoon on hand to show the children which encourages them to come back to the family night movies.

The statistics for the project are gathered daily and recorded by the Children's Librarian. A record is kept of the number of first time users with the help of the day care center directors. The total number attending each program is taken and then broken down by ethnic

groups (see Table 1). The programs are divided by type of program planned. Even though most of the programs are recreational they also have overtones of educational and cultural subject matter integrated with the fun.

TABLE 1

STATISTICAL REPORT FOR GRANT, APRIL 1, 1975-FEBRUARY 29, 1976

	April-August	September-February	Total
Number of children reached			
First time users	431	593	,024
Preschool 0-5	3,333	6,953	10,286
Blacks	455	1,191	1,646
Mexican-Americans	209	289	498
Number of programs			
Educational	11	0	11
Recreational	68	170	238
Cultural	32	12	44
New Materials	363	442	805

The second objective to encourage the formation of good reading habits is being achieved through the use of books in the story hours. The storyteller holds books for the children to see the proper way to handle a book. Books are used in the story hours where possible to emphasize the primary function of a library. There is also a filmstrip

with the Flintstones telling how to care for books and how to use the library which all age groups enjoy very much. The preschool child is also made aware of the fact that there are books available on many subjects. This is the age when the seeds of imagination are beginning to stir and curiosity in the wonderful outside world is growing. Many nonfiction books on animals, the stars, insects and many more can be used in the story hour by asking the children if they have pets or what is their favorite zoo animal. Exposing the children to different forms of literature also strengthens their reading habits. Reading poetry, folklore and prose develops the child's awareness of rhythm and different sounds. There is no way at present to measure the effectiveness of this phase of the program. There has been an increase in the juvenile circulation statistics over last year and it is hoped that the parents are checking out more books for the preschool age child and letting the child browse through the books and select his own picture books (see Table 2). But the real measure of good reading habits will be library usage in the years ahead of these children.

The third objective to give children an opportunity to express themselves creatively and artistically can only be achieved in a limited way because of the large number of

TABLE 2

JUVENILE BOOK CIRCULATION

Month	1974-1975	1975-1976
April	3,816	3,526
May	3,379	3,462
June	8,549	8,172
July	7,184	7,095
August	2,997	3,157
September	2,418	3,335
October	3,206	3,737
November	2,814	3,782
December	2,012	3,442
January	2,817	3,790
February	3,653	3,798
March	4,196	4,273
Total	47,041	50,569

children usually attending a story hour. Group participation in action games and sing-alongs gives the children an opportunity to express themselves with movement. A rhythm band set allows the children to interpret music and sound in their own way and style. Posters are effective with the Headstart group, by taking two or three posters and letting the children build a story of their own around the pictures. This is a vent for imagination and emotions that every child needs an outlet for sometime. With more personnel now available plans are being made to let the children make puppets from sacks or other common material and make up their own shows. The children are very fond of the puppet shows and they spark more attention right now than just a story. The children are very disappointed if a puppet show is not included in the story hour. Doing their own short shows and having their own puppet they made will keep up their enthusiasm.

The fourth objective, to build a multimedia collection which will establish the Grand Prairie Memorial Library as a comprehensive resource center for children, parents and educators, is meeting with huge success. Media was selected immediately after notification of grant approval. As soon as the material began arriving it was cataloged and put on open shelves for circulation. By

September 90 percent of the material was available to teachers, day care centers and churches. The circulation of media shows the fantastic success which the material has met (see Table 3). Since the teachers have become aware of the new media they have begun to share ideas of other materials that may help with the curriculum and with library programs. Because the school system does not have a media center the teachers have either had to buy their own media, rent programs or simply do without. The day care centers and churches also have used the materials to supplement their programs. Some parents have even purchased equipment to be able to make use of the media that are available free at the library instead of buying records, cassettes and other media that the child may only listen to a few times. The Children's Librarian has learned to plan programs ahead and pull the material that will be needed so that it will not be checked out on the day the library program is planned. Holiday material is especially popular and a three day loan period has been set up so that more teachers will have a chance to use this seasonal material.

TABLE 3

CIRCULATION OF MEDIA--APRIL, 1975-MARCH, 1976

Month	Records	Filmstrips	Cassettes	Films
April	309	4	49	4
May	267	8	77	3
June	330	5	64	1
July	279	4	81	14
August	232	4	63	0
September	351	50	85	8
October	265	60	65	9
November	288	113	94	7
December	211	32	35	2
January	344	95	70	6
February	299	62	98	10
March	324	109	93	0
Total	3,499	546	874	64

CHAPTER VII

CONCLUSION

The preschool programs developed by the Grand Prairie Memorial Library have met with success during their first year. The potential for growth during the next six months is just as great if not greater. The outreach program with the media mobile will open doors that the library could never open otherwise. The library has been able to develop a varied collection of books and media which has been welcomed enthusiastically by educators and parents as well as the librarians. For the first time children can be exposed to the best in literature through visual aids even before they know their letters.

The library has also been able to provide an opportunity for parents of varying social, economic, educational, and religious backgrounds to better understand family life as they experience it and to be involved in library activity, so that they will be aware of the library's value to the parent and child. The books selected for the media mobile foster this as well as a series of sound filmstrips produced by Parent's Magazine which will be used with groups of parents in a seminar

type setting. If parents show some interest in books their children will be easier to draw to books than children of parents who are not readers and not interested in books. Children follow in their parents' footsteps in many ways that even the parents do not realize.

This grant has provided the funds to begin a basic collection that can be added to as the budget allows. It has provided equipment that would have taken years to accumulate on the city budget and has encouraged cooperation between the library and the city Parks Department. This cooperation has existed not only in helping to convert the bus, but also through sharing programs, equipment and personnel. Together the possibilities of the services that could be offered in the coming year with joint funds is great.

The city had realized that the preschool children of the city needed special services on their own level of understanding which would be accessible in their own neighborhood. But the local monies have been insufficient to initiate a program of the magnitude needed to meet the demands. Therefore, the grant has provided the funds to establish a basic program that can be expanded as needs arise without depriving another area of library service.

APPENDIX

JANUARY 1976

FROM: CHILDREN'S DEPARTMENT
GRAND PRAIRIE MEMORIAL LIBRARY
326 WEST MAIN
GRAND PRAIRIE, TEXAS 75050

The Grand Prairie Memorial Library's goal is to provide the highest quality library service for each child of this community. In order to assist in the evaluation of our preschool story time, would you please fill in the questionnaire below and return to me as soon as possible?

CHILDREN'S LIBRARIAN

RUTH OSBORNE

CHECK THOSE WHICH APPLY

1. What is your goal in attending the preschool story time?

   A. Introduce children to the library as a friendly and exciting place
   B. Recreation only
   C. Field trip
   D. Improve listening skills, attention span, vocabulary and ability to participate in group activities
   E. To expose children to books and to the idea that books are interesting, fun, and exciting

2. Do you wish this service to continue?

   A. Yes
   B. No

3. Do you know about the teacher's collection of materials?

   A. Yes
   B. No

4. Do you take advantage of using the teacher's collection of books?

   A. Yes
   B. No

5. Do you utilize the record collection?

   A. Yes
   B. No

6. Do you utilize the filmstrip collection?

   A. Yes
   B. No

7. How do you feel about the length of the story times?

   A. Too short
   B. Too long
   C. Suitable

8. Are there any changes you would like to see in our program? If so, please enumerate.

9. Evaluate what this program means to your group.

10. Name of school _____

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